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A Survey to Compare the Ratio by Sex of the Fashion Merchandising Workers in the Tidewater Area to Enrollments in Fashion Merchandising Classes in Virginia Beach Public Schools

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A SURVEY TO COMPARE THE RATIO BY SEX OF
THE FASHION MERCHANDISING WORKERS IN
THE TIDEWATER AREA TO ENROLLMENTS IN
FASHION MERCHANDISING CLASSES IN
VIRGINIA BEACH PUBLIC SCHOOLS

A STUDY
PRESENTED TO
DR. MALVERN L. MILLER
AND
THE FACULTY OF THE SCHOOL OF EDUCATION
OLD DOMINION UNIVERSITY

IN FULFILLMENT OF THE
REQUIREMENTS OF COURSE 636
PROBLEMS IN EDUCATION

BY
Susan S. Johnson

AUGUST, 1980

This research paper was prepared by Susan S. Johnson under the direction of Dr. Malvern L. Miller in VIAE 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the degree of Master of Science in Education.

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TABLE OF CONTENTS

	<u>Page</u>
LIST OF TABLES	iv
CHAPTER	
1. INTRODUCTION	1
2. REVIEW OF RELATED LITERATURE	8
3. METHODS	17
4. FINDINGS	20
5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	31
BIBLIOGRAPHY	34
APPENDIX	37

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1-A	MEN'S APPAREL STORES RANDOM SELECTIONS	20
1-B	WOMEN'S APPAREL STORES RANDOM SELECTIONS	21
1-C	DEPARTMENT STORES RANDOM SELECTIONS	22
2-A	MEN'S APPAREL STORES DATA	23
2-B	WOMEN'S APPAREL STORES DATA	24
2-C	DEPARTMENT STORES DATA	25
3	PERCENTAGES OF WORKERS IN APPAREL AND ACCESSORIES JOBS BY SEX AND LEVEL	27
4	VIRGINIA BEACH FASHION MERCHANDISING CLASS ENROLLMENTS BY HIGH SCHOOL	28

CHAPTER I

INTRODUCTION

Since 1976 the words sex equity have come easily and frequently to the lips of vocational educators. As part of the reauthorization of the Vocational Education Act that year, the profession was given a clear federal mandate. Sex stereotyping and bias must be eliminated from vocational programs (Public Law 94-482, 1976).

The focus of most sex equity efforts as vocational educators in the past four years has been to meet the requirements of legislation; yet the issue for our profession is much larger than existing or projected laws. The issue is essentially a human one. The right of all our students to receive equal chances and choices.

The solution to sex equity is not as simple as stating, "Everyone should have an equal opportunity to work in any job regardless of their sex"(Public Law 94-482, 1976). Recently various professional groups have been insistently pointing out inequalities in employment. Vocational education has often been cited as having inequality in training with various courses primarily serving members of one sex. In response, vocational educators are making strong efforts to recruit and train students for non-traditional occupations. Non-traditional occupations are those jobs that have historically been filled by one sex to the exclusion of the other.

Sex equity, which literally affects every individual in our nation, deals with the fiber of our everyday existence. It is concerned with how we work, how we live our personal lives and how we raise our children.

Vocational education is uniquely involved as it also touches people's lives in ways that effect all of the areas above.

To understand better what is meant by sex equity, it helps first to understand the concepts of sex stereotyping and bias, sex discrimination and sex fair, and sex affirmative action.

The word stereotype is derived from the Greek word "stereo", meaning firm, solid or rigid, and the Latin word "type", meaning to classify or group by characteristics. Sex stereotypes are oversimplified judgements about people's capabilities and interests based on their sex.

To have a bias is to have preconceived ideas with an inclination to view things in a preconditioned way. Sex bias is the propensity to view each sex with preconceived ideas and expectations about how people of that sex should look, act and respond.

Sex stereotyping and biases, though frequently difficult to identify due to the subtlety with which society teaches and perpetuates them, are the underlying causes of sex discrimination.

Sex discrimination results when one sex is dealt with in a manner clearly distinguishable from the way the other sex is dealt with. Sex fair is when both sexes are treated in equal or similar ways, for instance, when in an educational situation the same expectations, rules, grading system, class assignments, educational opportunities, punishments and so on are applied to both sexes.

Some term sex fairness as passive compliance with the laws and sex affirmative action is the implementation of activities to attempt to compensate for the effects of past discrimination.

One half of the population cannot be successfully liberated from sex-stereotyped expectations and choices unless there is an equal effort to liberate the other half (Smith and Farris, 1980).

In its broadest sense vocational education is that part of education which makes an individual more employable in one group of occupations than another.

The term "vocational education" is often used, especially in federal legislation, to include only instruction which is designed to enable persons to succeed in occupations which require less than a baccalaureate degree.

There are three basic objectives in any public school vocational education curriculum. Listed in chronological order of their acceptance as goals, they are: 1) to meet manpower needs of society, 2) to increase the options available to each student, and 3) to serve as a motivating force to enhance all types of learning (Drummond, 1975).

"Under all normal circumstances, it becomes the law of each individual sooner or later to prepare themselves for performing a share of the worlds work." When David Snedden wrote these words in 1927 he was recounting the values of a decade of vocational education and pinpointing its central purpose within the mainstream of education. Then, as always, vocational education was concerned with people and work, male and female alike.

Vocational education emerged amid complex social, economic and technological changes. The gradual transition from childhood to the work place has been lost for many youth, yet the necessity to find the work place persisted. Work has not gone out of style, and today in this economy, there is every reason to believe that work will continue to be the very means by which standards of living will be improved. Boys and girls in todays schools continue to improve their standard of living with income from part-time and full time work.

There is no question about the relationship of vocational education to the American work ethic--the practice of vocational education was and is still a living expression of it. The work ethic of vocational education endeavored to help students attain self knowledge; it reconstructs school programs to minister sensitively to self-discovery and to the economic needs of each pupil. Vocational Education is a talent-saving instrument which introduces into employment the idea of fitness of the task, and appraised occupations in terms of career values as well as social worth.

Vocational Education umbrellas seven vocational services: Agriculture, Business Education, Distributive Education, Health Occupations, Home Economics, Industrial Arts, and Trade and Industry. This paper concerns itself with Distributive Education, one of these seven service areas. Distributive Education is the 'vocationally-oriented program to train students in the field of marketing and distribution of goods and services'. Distributive Education aspires to give each student entry level employment in his chosen field.

Fashion Merchandising, a special option course of the Distributive Education program, is an elective designed for students with career objectives in the fashion field. Students become aware of opportunities, activities, and technology in fashion merchandising while becoming aware of alternate ways to pursue fashion careers.

Our curriculum provides specialized training, either through on-the-job experiences, or simulated occupational experiences provided by coordinators and the business community.

The Fashion Merchandising curriculum provides specialized training through the study of: fashion careers, personal qualities for success in the fashion

field; influences of historic costume on contemporary fashion, how the fashion world works; materials of fashion; promotion selling and merchandising of fashion profitably.

Fashion Merchandising was piloted in Virginia Beach City Public Schools in 1973-74. In the years since Fashion Merchandising has been offered, the course has been populated almost entirely by female students. In this 1979-80 school year only 6 men were enrolled out of a total number of 293 students enrolled in the Fashion Merchandising classes.

Fashion merchandising is defined by the Virginia Manpower Division as "any person involved in the buying and selling functions of the fashion apparel." Certainly, using this definition, the men's apparel shops and the men's division in the large department stores would be classified as a fashion merchandising job.

Whether the issues being listed have bearing upon this study depends on the research finding.

Some educators in Virginia, believe that Fashion Merchandising is a specialized vocational course for students who want to make fashion merchandising careers their life-long endeavor. Other educators throughout the state believe fashion merchandising is a specialized course primarily for female students to groom themselves in personality development, personal grooming, etiquette and business manners. They hope that it will qualify these students for any business job that comes available. It continues to be debated whether or not fashion merchandising is really a merchandising course or just public education's version of "charm school". Does Fashion Merchandising in Virginia train students for jobs in a marketing and distribution career with a fashion apparel emphasis? Virginia Beach Schools feels that it should. State follow-up studies show very few students actually are employed in fashion related jobs five years

after graduation. Some also believe that only female coordinators can properly teach and attract the female students of fashion merchandising. No male coordinators teach fashion merchandising in the state of Virginia at this present time. Only two males have ever taught fashion merchandising at any level. There is worry throughout the state that the curriculum is sex-biased. The male students of Bayside High School and of this author forever complained that the "course is only for the girls and we don't even have a male mannequin." Some feel a name change of the course is necessary to attract the male population in the high schools.

Some educators feel administrators and guidance personnel need to be more informed initially of pilot programs, course objectives, and kept abreast of the changing needs of the total Distributive Education Departments.

There is growing concern in Virginia Beach that the Fashion Merchandising classes may dwarf the other Distributive Education classes in the high school programs. Statistics point strongly to the Fashion Merchandising classes getting all females and the D. E. classes getting all males. This not only reduces the size of the D. E. II and III classes, but perpetuates sex discrimination, sex-bias, and sex-stereotyping in the entire Distributive Education Department and its classes.

Whether the problems previously mentioned need to be addressed by fashion merchandising coordinators and administrators remain to be seen. This research directly deals with all of the three basic objectives of vocational education, and they are: 1) to meet manpower needs of society, 2) to increase the options available to each student, and 3) to serve as a motivating force to enhance all types of learning (Drummond, 1975). In this research, this author plans to gather data to determine if the proportion of male and female fashion merchandising students enrolled in Virginia Beach Fashion Merchandising programs is

reflective of the employment placements in the fashion businesses in the Virginia Beach and Norfolk geographical area. Once the information is known, comparisons by sex between fashion merchandising students enrolled in Virginia Beach Schools and fashion merchandising job placements in the area can be made.

Questions that might be answered from this study include: 1) Does the Fashion Merchandising Industry in Virginia Beach and Norfolk have enough males working in apparel and accessory jobs to warrant an increase in males in the training classes of Fashion Merchandising? 2) Is there a need for Virginia Beach City Fashion Merchandising Coordinators to try to actively recruit male students into their programs at the high school level? 3) Do male students of Fashion Merchandising have entry-level jobs available in Virginia Beach and Norfolk once completing the class on the high school level? 4) Should the Fashion Merchandising program be for females only?

If the results show that there are a number of men in the apparel industry in Virginia Beach then perhaps ways need to be found to tempt more men into our Fashion Merchandising classes with better ways to address them once they enroll.

CHAPTER II

REVIEW OF RELATED LITERATURE

Many sources of related literature concerning sex discrimination, sex-bias, and sex-stereotyping in vocational education were reviewed and the most pertinent discussed.

Facts about our society today that cement the case for sex equity are presented and relate to the Fashion Merchandising program in Virginia Beach where appropriate. Much of the focus is on the vocational teacher, the key to all progress in achieving sex equity in vocational education.

In their central role, teachers can help students prepare for changing work and family responsibilities that are at the heart of equity efforts. Articles reviewed offer a number of specific techniques for achieving this difficult goal.

Recently, one major study released by the American Institute for Research, was of the progress vocational education is making in sex equity. The review given here is by no means the definitive word of the status of equity efforts today. But it does serve as a valuable indicator of where vocational educators were a short time ago and provides some helpful views on what guidelines are working well for future directions.

Research and studies have presented sufficient evidence of problems to warrant greater attention by vocational educators to acceptance of and adjustment to women and men in non-traditional jobs.

A significant part of the vocation training should address the work environment and the relationship with peers and supervisors. Until enough people become employed in an occupation for it to no longer be reviewed as non-traditional, the initial selection and the placement of employees should proceed with special care (Maker, 1976).

Nothing seems to change attitudes as quickly as a favorable experience with a competent employee; or on the other hand, an unfavorable experience which serves to reinforce negative attitudes about the capabilities of people wanting to work in non-traditional jobs. Employees should have a positive attitude toward their jobs to facilitate their acceptance by others and adjustment to the work. Vocational educators should become familiar with employment barriers which are unrelated to skills, provide counseling and coping methods to students in preparation for placement in non-traditional jobs, and place and follow-up students carefully to help ensure satisfactory job performance and adjustment (Smeaton and Wagner, 1976).

Difficulties encountered by 164 women in ten large companies were further studied by Hervert H. Meyer and Mary Dean Lee. This survey of women employed in non-traditional occupations showed:

1. The experience of the companies and their efforts to integrate women into traditionally male jobs had been considerably more positive than negative.
2. A great many more of the women in the traditionally male jobs were judged by their managers, peers and subordinates to be performing at least as well as most men on their respective jobs.
3. There was evidence that the women had to be performing better than most men in order to earn a rating of "good" or "excellent".
4. In most of the companies there was a positive commitment to the principle of equal opportunity for women among the majority of persons in the management ranks.

5. Managers at higher levels in the organizations were reported to have distinctly more favorable attitudes toward the equal opportunity program than managers or supervisors at the first line level.
6. Like those of the majority of managers, the attitudes of male peers of the women were more positive than negative.
7. There was evidence that pay discrimination was probably less significant than has been the case in the past (Meyer and Lee, 1978).

It would be interesting to study men in non-traditional jobs to see if they experience the same kinds of things as did the women in the Meyer and Lee study did in their non-traditional jobs. Women generally encounter few serious problems in the training programs for non-traditional occupations. Yet Roslyn Kane and others found that almost two-thirds of the women enrolled in non-traditional training programs in postsecondary vocational schools had some problems in adjusting successfully to their training period on the job (Kane, 1976). These problems were in three areas:

1. Males had difficulty in adjusting to women as co-workers.
2. Males were better prepared for their postsecondary vocational education courses.
3. Males had taken more technical subjects which made them better prepared for their postsecondary vocational education courses.

Recruitment and training of the minority sex are only part of the process needed to satisfactorily place persons in non-traditional occupations. Graduates of vocational and technical education programs often are not informed about what to expect in the world of work, nor are they given an opportunity to study coping skills.

A particular work environment can often be hostile to and unforgiving of an individual because of traditions and biases held by peers, managers and

supervisors. These traditions and biases may have nothing to do with the individual's performance on the job, but they reflect attitudes held by one sex, as a whole, concerning the other's ability to do the work (Kane, 1976).

A study by R. L. Kahn and others defines the theory of role dynamics which translates into barriers that cause stress to the individual on the job. Role dynamics is the set of activities or behavior patterns that people expect of themselves and of others. Expectations by peers, managers or subordinates are communicated to an individual performing on the job. The individual interprets the quality of his or her performance by this role set.

People's attitudes or acceptance of others different from themselves change very slowly. Persons entering non-traditional occupations must be aware of and be prepared to deal with these hardships in their work.

A recent Louisiana study found that some women who thought they were prepared to take a non-traditional job encountered attitudes or work assignments that they simply had not expected (ED 150 432). The following are some of the problems the women found on the job:

1. Difficulty or inability of male co-workers to adjust to women employed in non-traditional jobs.
2. Harassment from foremen or supervisors.
3. Difficulty with the physical aspects of the work.
4. Sex discrimination in pay.
5. Lack of acceptance by male co-workers (coldness and hostility).
6. Sexual harassment and propositioning by male co-workers.
7. "Dirty tricks" played on women workers by co-workers.
8. Unwillingness of male workers to teach women skills needed for the work.

9. "Survival testing" or assigning women to do much more difficult work than is normally assigned in an effort to get them to quit.
10. Verbal disrespect by male co-workers.
11. Lack of separate toilet and shower facilities for women.
12. Lack of deserved promotions for women.
13. Inaccurate evaluations of work by supervisors.

This author has experienced some of these same kinds of things with the training of male students in the non-traditional job of womens apparel and accessories. Students training for jobs in the apparel and accessory field have a lesser degree of these kinds of experiences but are none the less experiencing sex bias and sex discrimination when entering in non-traditional jobs.

Considerable progress has been made in the past five years to recruit and train students for jobs in non-traditional occupations. Teachers are the most influencial group among school personnel in convincing the individual to enter training for non-traditional occupations.

Yet research shows us that students generally reach the decision to enter a non-traditional occupation on their own.

Parents are the most influential non-school personnel. However, they generally lack the specific occupational information to be helpful in the process of choosing a career. Thus, they serve to support and encourage students rather than influence their career choices.

Teachers are introduced to students after they have made career decisions and can be of little help in directing them to non-traditional occupations. Teachers are then left to a supporting and encouraging role.

Louise Vetter and others found in a study sponsored by the National Center for Research in Vocational Education that "the concept of recruitment

to non-traditional courses is intended to benefit both sexes by hastening full implementation of the Vocational Education Amendments of 1976" (Vetter, 1979).

The solution to equity is not as simple as stating, "Everyone should have an equal opportunity to work in any job regardless of their sex". Recently various professional groups have been insistently pointing out inequalities in employment. Legislation has also dealt with inequalities in employment.

Vocational education has often been cited as having inequality in training with various courses primarily serving members of one sex. In response, vocational and technical educators are making a strong effort to recruit and train students for non-traditional occupations.

Amanda Smith and others in a study conducted for the North Carolina Department of Public Instruction discovered that stereotypes about women could not be eliminated without first understanding and eliminating stereotypes about men. They found that there were basic needs of all individuals that were of far greater importance than distinctions in gender. These basic needs were referred to as "touchstones" and fully apply to the instruction of Fashion Merchandising students of any sex. These include:

- Distinguishing between sex discrimination and sex bias.
- Starting at the beginning--putting issues before answers.
- Tailoring the presentation to the audience.
- Being open and direct with students about bias.
- Avoiding quotas.
- Never laughing at anyone.
- Laughing as much as possible with others and at yourself (Smith, 1977).

Kenneth B. Hoyt, Director of the Office of Career Education in the U. S. Office of Education, coined the term "Marshmallow Principle". Like pressing down on and changing the shape of a marshmallow, external pressure on an organization, as long as it is applied, can bring about change. But the same way a marshmallow resumes its original shape once the pressure is removed, an organization typically reverts to former ways when outside pressure is discontinued. To cause permanent change in anything--marshmallow or organization--the change must be from within. In education, the classroom is the place where change from within must occur. The key for implementation of such change is the teacher.

Vocational educators become discouraged at times about whether or not they really do influence their students. If the educator could possibly recall that one teacher that made that memorable impression on himself. If one could remember that teacher who made a difference in one's life. Generally, teachers will respond affirmatively to this exercise. It is this definite though most often unacknowledged influence which makes the teacher's role in promoting sex equity so critical. The teacher's identities have typically been developed and based upon being male or female, with consistent and frequently very covert reinforcement of a multitude of sex-stereotyped characteristics (Smith and Farris, 1980). To examine the sex stereotypes can be a difficult and threatening experience for any educator. It is even more threatening to examine what we ourselves have been programmed to accept as fact. It is threatening because it asks one to question one's own personal sense of identity.

Fortunately, more and more people are beginning to realize that sex role stereotyping, bias and the resulting discrimination negatively affects

both sexes. To date, the overwhelming majority of written materials, funded projects, and anti-sex discrimination activities have focused upon women. But one half of the population cannot be successfully liberated from sex-stereotyped expectations and choices unless there is an equal effort to liberate the other half.

The data are beginning to show that the negative effects on males from sex-role stereotyping and bias, though different in many ways than the effects on women, can be just as restrictive and damaging, if not more so.

It is not easy to identify, document or demonstrate the effects of sex stereotyping and bias on males because they can be much more subtle, covert and internalized. However, it is clear that they contribute in some measure to the following realities:

Males have been more prone to have heart attacks, develop ulcers, drink heavily, abuse drugs more frequently and commit suicide more often than females. On the average, they have a life span of seven years less than females.

Conflicts between the sex-stereotyped expectations for males and their scholastic performance contribute to more males than females having reading problems, receiving lower grades, repeating grades and dropping out of school, being disciplined and being designated as underachievers.

Men have been discouraged from and even discriminated against in learning accurate information about human reproduction and sexuality and in developing homemaking and parenting skills. People jokingly refer to the "battle of the sexes," but in fact, it can cause real tension in the school, workplace and home. Helping men and women to work together may do more than anything else to expand roles, by reducing the stereotypes and distrust that make most people keep each other in stereotyped cubbyholes.

Sex equity in society can be achieved through change in several different areas--one of them education. Sex equity in education can be achieved only if classroom teachers help their students understand and overcome the effects of sex stereotyping and bias. But the issue must be one of liberating not "males" or "females" but human beings from the negative effects of these underlying causes of sex discrimination (Smith and Farris, 1980).

CHAPTER III

METHODS

It was the purpose of this study to determine whether or not there is a proportionate number of male and female students enrolled in the Virginia Beach Fashion Merchandising program as compared with employment placements in the fashion merchandising businesses in the Virginia Beach and Norfolk geographical area. This study compares job placement, i.e., below-management and management levels, by sex, to the Fashion Merchandising Simulation I classes and the Fashion Merchandising Cooperative II class enrollments by sex.

The class enrollment data for the investigation was obtained from the Distributive Education State 4046 Report (Appendix A). Employment placement data was obtained from a telephone survey conducted by this researcher of local businesses in apparel and accessories. The 4046 State Distributive Education form is used by Distributive Education coordinators to document student enrollments in the high school programs. The 4046 form is filled out biannually and is a legal certified document used by the State Department of Education to ascertain funding from the state and federal governments. The 4046 form was obtained for all high school fashion merchandising classes from Robert Parr, Distributive Education Supervisor, Virginia Beach City Public Schools. This form includes class titles, students names, O. E. Codes, training stations, sex, grade level and work hours (cooperative classes only) of all Distributive Education classes.

A survey instrument was developed by the researcher to ascertain the number of workers by sex, working for each firm in the sample and a breakdown by management and below-management level. An open end question was included concerning the interviewee's opinion of the firm's interest in hiring male/female employees in either a womens or mens apparel store. Further concern included the reason for their answer. The questionnaire is shown in Appendix B.

The population included all mens, womens apparel and accessory stores plus department stores listed in the yellow pages of the June 1979 Norfolk, Portsmouth, Chesapeake, Virginia Beach phone book.

A ten percent random sample was taken from each of the three stratifications, i.e., mens apparel and accessory stores, womens apparel and accessory stores, and department stores.

Each store in each stratification was numbered consecutively; i.e., mens apparel and accessory, 1-84; womens apparel and accessory, 1-149; and department stores, 1-38.

The sample selection utilized a table of random numbers reproduced from M. G. Kendall and B. B. Smith, "Randomness and Random Sampling Numbers," Journal of the Royal Statistical Society, 101 (1938).

A list of the businesses selected, phone number and number assigned was developed as Tables 1-A, 1-B, and 1-C and is included in Chapter IV.

The original data collection procedure provided for personal interviews of non-respondents, however 100% of the random sample responded to the telephone interview.

Tables 2-A, 2-B, and 2-C in Chapter IV include the name of the business, the name of the person interviewed, the raw data and totals.

The raw data was converted to percentages in Table 3, also found in Chapter IV, to enable comparisons to be made.

Comparisons by sex to be made in Chapter IV include:

- 1) Total apparel and accessory workers to fashion merchandising enrollments
- 2) Total management to non-management levels
- 3) Total men's apparel management to non-management
- 4) Total women's apparel management to non-management
- 5) Total department store management to non-management

CHAPTER IV

FINDINGS

A 10% sample of the population listed in the telephone book produced ten men's apparel and accessory stores, Table 1-A, seventeen women's apparel and accessory stores, Table 1-B, and four department stores, Table 1-C. The response was 100% from the sample.

Table 1-A
MEN'S APPAREL

*Random #	Business	Phone #
45	George Co. Inc.	461-8663
71	S & K Famous Name Brands	461-3881
76	Spot & Berlin, The	622-3746
12	Barry Manf. Co.	461-0900
42	Forman's Mens Wear	625-0203
40	Fine's Men's Clothes	428-9676
68	Rags & Things	625-1800
70	Rogers Clothes	399-1886
52	Hub Clothing Stores	461-7078
48	Shulman's	461-2187

* NOTE: Random numbers from M. G. Kendall & B. B. Smith, "Randomness & Random Sampling Numbers," Journal of the Royal Statistical Society, 101 (1938), pp. 164-166.

Table 1-B
WOMEN'S APPAREL

*Random #	Business	Phone #
092	New Image Beauty Salon & Boutique	340-1575
048	The Famous	461-1577
020	Cameo Classics	481-2794
017	Taj Fashions	464-2783
012	Blondee's Shops, Inc.	420-2099
040	The Country Store	340-6317
036	The College Shops	499-0921
005	Bahama Shop	428-0956
035	Jane Colby Outlet Store	490-2842
039	Country Store	420-2177
043	Dara Reeds	428-6834
001	Alexander Beegle	461-4176
065	J J.'s	499-5782
066	Joy Shop	625-9262
080	Liberal Clothiers	627-4553
149	Yum Yum Boutique	486-3146
122	Sidney's Lady's Fashions	420-1883

* NOTE: Random numbers from M. G. Kendall & B. B. Smith, "Randomness & Random Sampling Numbers." Journal of the Royal Statistical Society, 101 (1938), pp. 164-166.

Table 1-C
DEPARTMENT STORES

*Random #	Business	Phone #
08	King's Department Store	461-1721
23	Rices Nachman's	627-4811
37	Rose's	460-0689
20	Leggett	461-3504

* NOTE: Random numbers from M. G. Kendall & B. B. Smith,
"Randomness & Random Sampling Numbers," Journal
of the Royal Statistical Society, 101 (1938)

As shown in Table 2-A, the men's apparel and accessory stores had a total of 77 employees of whom 54 were male and 23 were female. About 70% of all employees in men's apparel and accessory stores are male. The manager level is noteworthy as 95% of the manager personnel are male.

Table 2-A
MEN'S SPECIALTY STORES

Name & Address of Business	Contact	Management		Below Management		Apparel & Accessories Employee's
		Male	Female	Male	Female	Total Store
1. George & Company	Conrad Sugar	2	0	5	3	10
2. S & K Famous Name Brands	Julie Sherlow	2	1	8	2	13
3. Spot & Berlin, The	Richard Emanuel	2	0	4	2	8
4. Fine's Men Store Hilltop	Steve Henniger (Norview H.S.)	2	0	4	0	6
5. Rags and Things	Darnell Wells	3	0	4	0	7
6. Rogers	Jack Hudson	2	0	1	5	8
7. Hub, The Military Circle	Glen Nicholson	2	0	3	3	8
8. Shuman's Military Circle	Rudy Burnett	4	1	6	6	17
GRAND TOTAL		19	2	35	21	77

Women's apparel and accessory stores, Table 2-B (following page), had a total of 93 employees of whom only 5 were male. Only about 5% of all employees in women's apparel and accessory stores were male. No males were found in non-management roles and the males accounted for about 18% of management personnel.

Table 2-B

WOMEN'S APPAREL STORES

Name & Address of Business	Contact	Management		Below Management		Apparel & Accessories Employee's
		Male	Female	Male	Female	Total Store
1. J. J.'s Pembroke Meadows	Marie Woods	0	3	0	4	7
2. New Image Boutique Lynnhaven		0	3	0	4	7
3. The Famous Military Circle	George Hearst Mrs. Domino	1	2	0	20	23
4. Cameo Fashions	Iva Bonman	1	1	0	0	2
5. The Taj Haygood Mall	Mr. Eljabi	1	0	0	1	2
6. Blondies College Park	Jeanne Rogers	0	2	0	4	6
7. The Country Store Virginia Beach Blvd.	Maureen Abraham	0	1	0	3	4
8. The College Shop Pembroke Mall	M. Vandosky	0	2	0	10	12
9. Bahama Shop	Abby Yates	1	1	0	3	5
10. The Jane Colby Shop Independence Blvd.	Pat Schnackel	0	2	0	2	4
11. The Country Shop Providence Square	Betty Brydon	0	1	0	3	4
12. Dara Reeds Hilltop	Peggy Rutledge	0	3	0	3	6
13. Joy Shop Granby Mall	Mr. J. Oden	0	1	0	3	4
14. Yum Yum Boutique Holland Road	Diane Stroube	0	1	0	2	3
15. Sidneys Ladies Fashions	Sherry Snyder	1	0	0	3	4
SAMPLE TOTAL		5	23	0	65	93

The department store sample, Table 2-C, produced 142 employees of whom 20 were male. The fashion areas within department stores in this sample had about 14% male employees.

Table 2-C
DEPARTMENT STORES

Name & Address of Business	Contact	Management		Below Management		Apparel & Accessories Employee's Store Total
		Male	Female	Male	Female	
1. King's Department Store	M. Marcks					
<u>Departments</u>						
Ladies		1	0	2	7	10
Mens						
		1	0	2	7	10
2. Leggetts	Paul Murph					
<u>Women's Dept.</u>						
RTW			2		3	5
Sportswear			1		5	6
Juniors			1		4	5
Contemporary			1		3	4
Shoes			0	3	4	7
Cosmetics			0		8	8
Accessories			2		5	7
Lingerie			2		7	9
<u>Men's Dept.</u>						
One Division		1	1	6	6	14
		1	10	9	45	65
3. Rice's Nachman's	Dixie Lee					
<u>Departments</u>						
Cosmetics		0	0	0	6	6
Accessories			1		6	7
Lingerie			1		5	6
Sportswear			1		7	8
RTW			1		5	6
Juniors			0		4	4
Shoes			1	1	2	4
Fine Jewelry		1			3	4
Milinary					3	3
Men's		1		3	5	8
		2	5	4	46	57

Table-C
DEPARTMENT STORES
(Cont.)

Name & Address of Business	Contact	Management		Below Management		Apparel & Accessories Employee's Store Total
		Male	Female	Male	Female	
4. Rose's	M. Bloxom					
<u>Departments</u>						
Health & Beauty			1		2	3
Sportswear,			1		2	3
Lingerie						
Shoes			1		2	3
Men's			1		0	1
			4		6	10
SAMPLE TOTALS		4	19	15	104	142
PLACEMENTS TOTALS		28	44	50	190	312

The totals of all three stratifications of the sample are included at the end of Table 2-C. Of these 312 fashion merchandising employees reported through the sample 78 are male, 234 are female.

In Table 3, the number of employees in each stratification are converted to percentages by sex and management or non-management level. These percentages for all fashion jobs indicate 23% of all employees are male, and 77% are female. With 70% male employees, men's apparel and accessory stores show the highest male employment and women's apparel and accessory stores with only 5%, the lowest male employment.

Table 3
 PERCENTAGE OF WORKERS IN APPAREL AND ACCESSORY JOBS
 BY SEX AND LEVEL

	Management Percentage %		Non-Management Percentage %		Total Percentage %	
	M	F	M	F	M	F
Men's Apparel	23%	3%	45%	27%	70%	30%
Women's Apparel	5%	25%	0%	70%	5%	95%
Department Store	3%	13%	11%	73%	10%	90%
TOTAL	9%	14%	16%	61%	23%	77%

Compilation of the 4046 State Form from Virginia Beach coordinators of Distributive Education programs, 1979-80, shows a total enrollment of 293 students from the seven high schools with fashion merchandising programs. Six out of the 293 were male or a percentage of 2% male and 98% female.

Table 4

VIRGINIA BEACH FASHION MERCHANDISING CLASSES
ENROLLMENT BY HIGH SCHOOL

HIGH SCHOOL	FASHION MERCHANDISING STUDENTS		TOTAL NO.
	Female	Male	
BAYSIDE HIGH SCHOOL	62	3	65
FRANK COX HIGH SCHOOL	48	0	48
FIRST COLONIAL HIGH SCHOOL	76	0	76
GREEN RUN HIGH SCHOOL	26	0	26
KELLAM HIGH SCHOOL	35	2	37
KEMPSVILLE HIGH SCHOOL	40	1	41
PRINCESS ANNE HIGH SCHOOL	17	0	17
TOTAL	287	6	293

Several interesting opinions were obtained from the interviewees. The following statements are a compilation of opinions that this researcher received when asking the open end question on the telephone survey (Appendix B). The question was:

4. Would you give (Male-Female) an entry level job in your store? Why or why not?

*Note: (Ask women's apparel about men working and men's apparel about women working).

Employers reasons for wanting to hire females in women's apparel

1. "Women are more expertise in product knowledge, color coordination and fabric knowledge and care."
2. "Women just plain enjoy selling clothes more than men."
3. "Women enjoy the hostessing atmosphere needed in specialty stores."
4. "Sales figures tell the whole truth, women are better salespersons in apparel stores."

Employers reasons for wanting to hire men in men's apparel

1. "Men want to be helped by other men."
2. "Men can accompany other men to dressing rooms."
3. "Men have a better business background to deal with other men's needs."

Employers reasons for wanting to hire males in women's apparel

1. "Younger girls enjoy them."
2. "Males presence in the store makes women buy, mostly to impress them."
3. "Men are more motivated to sales profit motive."
4. "Men aren't afraid to work on commission."
5. "Women dress more for sex appeal--men dress more for their impact on other men."

Employers reasons for not wanting to hire males in women's apparel

1. "Men can't attend to personal services, i.e., dressing rooms, fittings."
2. "Women are too modest when men are present."
3. "Lots of women won't even come into my store if there's a man working."

4. "Women are more trusting of other women's opinions."
5. "Women have innate qualities to sell other women clothes."

Employers reasons for wanting to hire women in men's apparel

1. "Women are better accessorizers."
2. "Men hate to shop--75% of all men's furnishings are purchased by women."
3. "Men trust women's opinions."
4. "Women have a way with color and fabrics."

Employers reasons for not wanting to hire women in men's apparel

1. "Men want to be helped by men."
2. "Women can't attend fitting rooms."
3. "Men usually have a better business background with professional selling experience."

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine whether or not there is a proportionate number of male and female students in the Virginia Beach fashion merchandising classes as compared with employment placements in the fashion merchandising businesses in Virginia Beach and Norfolk geographical area. Comparisons of the fashion merchandising industry in the Tidewater area and fashion merchandising enrollments in Virginia Beach City Public Schools made in Chapter IV include the following findings:

1. Men's apparel and accessory stores employed 70% male and the management positions were 95% male;
2. Women's apparel and accessory stores were only about 5% male, but 18% of the management personnel were male;
3. Fashion merchandising jobs in department stores for males are somewhat limited as only 14% were male in the sample;
4. All fashion merchandising jobs in the sample included 23% male and 77% female.
5. Total enrollment for Virginia Beach City Public High Schools show only 2% male enrollment in fashion merchandising classes for the 1979-80 school year.

CONCLUSIONS

The specific findings of this study regarding fashion merchandising students and the apparel industry in the Tidewater area can be summarized briefly as follows:

1. There are jobs for males in men's apparel and accessory stores at both the management and non-management levels;
2. There are jobs available for males in women's apparel and accessory stores at the management level, but not at non-management levels;
3. Department stores provide only limited job opportunities in fashion merchandising areas for males, but there is a possibility if a male student has a real interest;
4. Fashion merchandising jobs are heavily populated by women, however, about one out of four fashion merchandising workers is male in the Tidewater area;
5. Virginia Beach City Public Schools fashion merchandising classes enrollments reflect the high level interest of females in fashion merchandising jobs, however, more male enrollments should improve the male-female ratio in comparison to the fashion merchandising job market in the Tidewater area.
6. The comments from interviewees reflect a strong stereotype of male-female roles in the local fashion merchandising industry.

RECOMMENDATIONS

The conclusions of this study, combined with other research on the subject of sex equity in fashion merchandising brought this author to this following recommendation.

The Virginia Beach Public School fashion merchandising coordinators should discuss ways of increasing the number of male students in the classes by:

1. modifying the fashion merchandising curriculum to reflect more job opportunities for males, e.g., fashion merchandising in men's apparel and accessory stores.
2. modifying classroom environment to be more conducive to male students, e.g., male mannequins, proper display equipment and tools.
3. utilizing male coordinators to teach fashion merchandising.
4. stressing merchandising concepts and professionalism in fashion merchandising.
5. informing guidance and administration of the sex equity problem in fashion merchandising so that they might better place fashion merchandising students into the classes based upon student interest and ability rather than sex.

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APPENDIX

D.E. 4046
IN-SCHOOL REPORT

DISTRIBUTIVE EDUCATION SERVICE
STATE BOARD OF EDUCATION
Richmond, Virginia

Check one space only:

DE I DE II DE III

Other:

FASHION INDUSTRY I SUB.

Susan S. Miller BAYSIDE HIGH
Coordinator School

Virginia Beach
Division

DIRECTIONS: Make three (3) copies
Original to area supervisor
One local supervisor--one file

CHECK ONE: ☒

Dec. 5 ✓

June 5

1979-1980

NO	NAME OF STUDENT SO. (Last name first) Alphabetical order	M F	G r.	Name of Training Station	O.E. Code	No. Vis its	Total Hours	Cur. Wage	Total Wages
1	Clark, Courtney L	F	12		.02				
2	Coffee, Brenda	F	11		.02				
3	Daniels, Kelly Jo.	F	11		.02				
4	Eldreth, Debbie	F	11		.02				
5	ERICKSON, TRICIA	F	12		.02				
6	HALL, RONNITA M.	F	11		.02				
7	Harrell, CHARLNE	F	11	The Lord & Lady Ltd.	.02	1	43	2.90	124.70
8	HARRIS, COLANE	F	12		.02				
9	Linnier, Julie	F	12		.02				
10	Meravy, DIANE	F	11		.02				
11	Pe Hett, KATHLEEN	F	12	Leggett-M.C.	.02	1	72	2.90	208.20
12	Rea, Kara Lisa	F	11		.02				
13	Rentz, CINDY	F	11		.02				
14	Rohrer, MONICA	F	12		.02				
15	Seget, ROXANNE	F	12		.02				
16	Tache, MARY A.	F	11		.02				
17	Touzos, VIKI	F	11		.02				
18	Wall, Laurie	F	12	Naval Exchange	.02	2	126	2.90	539.40
19	Wills, Laurie	F	12		.02				
20	Tugwell, Jennifer	F	11		.02				

301 YEF 8729

CONTINUATION SHEET

No	NAME OF STUDENT (Last name first) Alphabetical order	<u>M</u> F	<u>G</u> r	Name of Training Station	O.E. Code	No. Vis its	Total Hours	Cur. Wage	Total Wage
21	Wilder, Collette	F	11		.02				
22	WYNNE, Jeri E.	F	11		.02				
23	Zorens, Cindy D	F	11		.02				
24	Smith, Laurie	F	12		.02				
25									
26									
27									
28									
29									
30									

CLASS SIZE STANDARDS

Cooperative Classes-Fifteen (15)

Preparatory Classes-Twenty (20)

Explain any class that exceeds the standard by five (5) or more students.

Simulation Classes -

APPENDIX B

QUESTIONNAIRE ON NUMBER OF WORKERS BY SEX IN
MANAGEMENT AND NON-MANAGEMENT LEVELS IN
APPAREL AND ACCESSORY STORES

Hello--

This is Susan Miller. I am a Fashion Merchandising teacher coordinator in the Virginia Beach City Public School System. I am running a survey in the area stores to see how well the male-female student ratio in our program is matching up with the male-female employees in the apparel and accessory businesses. We want to see if we are serving the proper students in our programs and whether or not we should consider changing our recruitment techniques in the high schools for this program.

Do you have time to answer a few short questions?

1. What number of workers by sex do you have in the apparel and accessories departments? _____
2. How many of these are in management positions? _____
By sex? _____M _____F
3. How many of these are in below-management positions? _____
By sex? _____M _____F
4. Would you give (Male-Female) an entry-level job in your store?
Why or why not?

*Note: (Ask women's apparel about men working and men's apparel about women working).